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ABSTRACT

In response to budget pressures, and the resulting questioning about the usefulness of educational radio now that television is generally available, the Wisconsin School of the Air--Radio surveyed Wisconsin elementary schools to determine how much their programing was in fact being used. The findings of the survey indicated that educational radio is still being heavily utilized by Wisconsin schools. The use of educational television does receive somewhat greater encouragement from school administrators, leading some schools which have both radio and television facilities to use only the television, but this difference is not great. The major problems standing in the way of greater use of educational radio in Wisconsin have been technical ones, particularly lack of equipment and poor AM reception. (RH)

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REPORT ON THE

WISCONSIN SCHOOL OF THE AIR RADIO SURVEY

SENT OUT IN JANUARY, 1969

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A COMMENTARY ON WISCONSIN SCHOOL OF THE AIR RADIO SURVEY

Wisconsin School of the Air - Radio has served teachers and students in Wisconsin since 1931. At first Wisconsin School of the Air (WSA) programs were broadcast only on WHA, the University of Wisconsin station. Today they are broadcast on 10 FM and 2 AM stations, making the programs available throughout the state. Over the years WSA radio has grown a great deal, adjusted often to curriculum changes, and consistently provided a practical audio teaching aid for Wisconsin educators. The ever-busy teachers grew to regard WSA as a reliable and dependable teaching resource. The intended listening audience, Wisconsin school children and their teachers, has been in close contact with WSA through the years. These people have generously shared their ideas, suggestions for new programs, and evaluations of current programs. Through their cooperation, as well as the cooperation of the Department of Public Instruction, WSA has been able to respond to the changing needs of the past decades. All this was accomplished efficiently and quietly. So quietly, in fact, that with the budget squeeze of the last few years, WSA suddenly came under question. People no longer directly associated with the classroom were suddenly asking for information. "Are any teachers still using WSA radio programs?" "Has Instructional Television completely usurped the place of WSA radio?" "Is WSA radio used only by a small number of private schools?"

NEED FOR INFORMATION

The staff at Radio Hall was well aware of the service WSA was providing on a statewide basis. However, since there seemed to be a real need for some definite figures on current use of WSA radio, a brief survey sheet was for-

mulated and distributed in January, 1969. The survey was sent to all elementary schools in Wisconsin, both public and private, making a total of 2607 schools that received the mailing. The responses came in quickly and in large numbers. The mailing was sent out in mid-January. By the end of that month over 1300 survey sheets had been returned. The final return totalled 1490, or 57% of the schools receiving the survey.

PATTERN OF THE RETURNS

A definite pattern was noticeable in the returns, with surprisingly little variation in any part. For example, the returns of the first three days (173 schools) showed 79% of these schools to be using WSA radio. The returns of the next week (890 schools) showed 80% to be using WSA radio. The following week's returns (273 schools) showed 82% to be using WSA radio. The slight change that did occur was a favorable one. In other words, the latest returns were NOT last in coming in due to the fact that these schools were not using WSA radio. The day by day returns, right up to the end, showed about 80% of the schools to be using WSA radio. A further breakdown was also surprisingly consistent. Of the 80% using WSA radio, roughly 40% use both radio and TV, and the other 40% use only radio. (This last 40% indicated on the survey sheet that they have no TV facilities.) Even the percent of schools using 5 or more programs remained very consistent on the day by day returns.

METHOD OF TABULATING RESULTS

Since there was a question as to which schools, if any, were using WSA radio, the public and private school returns were separated. Of the 1490 survey

returns, 71% of them came from public schools, representing 58% of the 1813 public elementary schools in the state (Table III). The other 29% of the returns came from the private schools, representing 55% of the 794 private elementary schools in Wisconsin.

Next, the schools using WSA radio were redivided into two groups -- those using radio but not TV, and those using both radio and TV (Table I). Each of these two groups was then arranged according to the number of programs used regularly in the schools. This was done in order to determine whether the introduction of TV in the classroom really made radio usage a thing of the past. Although the difference is almost negligible, it is interesting to note that schools equipped with TV sets reported slightly HEAVIER use of radio (39% use 5 or more programs) than the schools without TV sets (37% use 5 or more programs). This would seem to suggest that the use of TV does not discourage the use of radio. Or, perhaps, one might conclude that schools that are aware of the values of audio-visual aids are going to use every medium they can. Another point of interest is that of the schools using WSA radio, 62% use at least 3 or more programs on a regular basis, plus various others less regularly. In other words, if schools are using radio at all, a sizable majority is using it rather heavily.

SUBJECTIVE ELEMENTS TO BE CONSIDERED

Figures indicating the number of schools using 5 or more programs, 3 or 4 programs, etc. have a somewhat subjective element in them. Schools were to check one of the following: regularly use, sometimes use, or never use (Appendix I). Interpretation of "regular" undoubtedly has some variation.

Another point to keep in mind is this: some of the schools using 3 programs regularly, for example, indicated that they also use 5 or 6 others, but not on a regular basis. Many of the "sometimes" users listen to a variety of programs, but not consistently. If 3 or 4 programs in a series were missed in the course of the semester some educators would hesitate to check the regular usage column. One point that was not asked for in the survey was an indication of how many teachers in each school were using each program. Some schools offered this information on their own. Many schools may appear to be using comparatively little WSA radio, having checked only 2 or 3 programs for regular use, but in reality these schools may have as many as 10 or 12 teachers using the same programs. WSA manual sales would seem to verify this, as many schools have ordered 10 to 15 copies of the same manual. This gives quite a different picture of the amount of usage in a particular school.

SCHOOLS NOT USING RADIO AND REASONS CITED FOR NON-USE

Of the 1490 schools that responded, only 19% do not use WSA radio programs. Ten possible reasons were listed on the survey sheet (Appendix I) that might explain the lack of utilization of WSA programs in the schools. The educators were asked to indicate which of these reasons they felt explained the lack of utilization in their own situation, or add any other reasons they felt were pertinent. Only 8% (125) of the responding schools use neither radio nor TV. The reasons given by these schools for lack of use (Table VIII) show that somewhat less than half of them have no facilities for radio or TV. Other reasons given include poor reception, scheduling difficulties, and the complaint that there is not enough time in the school day.

Eleven percent of all the responding schools do not use WSA radio but do, for various reasons, use TV in their schools. The respondents from these schools were most likely to indicate that "Teachers prefer and use TV programs" as the biggest reason for not using WSA radio, although a number of schools crossed out the words "prefer and." Exactly what this indicates is unclear. Is there possibly administrative pressure to use TV since a school has made expenditures for such equipment? Is the Milwaukee Archdiocesan closed circuit TV a STRONGLY encouraged aid, if not a MUST, in the private schools in that area? Is there a conviction on the part of some educators that if you don't have time for both radio and TV, TV is a better bet? Perhaps none of these reasons prompted the deletion. The Milwaukee Public School system is another factor to be considered here. While there is no precise directive from the central administration that teachers are to use the ITV provided in Milwaukee, the programs are so much a part of the curriculum that teachers do feel compelled to use TV. School principals as well as teachers consider TV a requirement, and frequently deplore the fact that it is so time-consuming. In spite of this, many teachers manage to use WSA radio. According to one report, another difficulty besetting the Milwaukee teachers in their use of radio is the fact that for the past few years the central administration has been issuing no new radio equipment, only TV equipment.

Scheduling difficulties are again a big problem reported by the schools using TV and not radio. If TV is used, class schedules are probably worked around TV programs. Trying to juggle a radio schedule in addition would compound the difficulties. The "not enough time" factor would also enter

in, particularly if schools are already giving regular periods throughout the day to TV utilization. Quite a few of the schools using TV and not radio have indicated either a lack of facilities or poor reception as a reason. Schools with AM radios often end up with poor reception.

REASONS STATED BY USERS OF WSA RADIO FOR NOT HAVING A MORE EXTENSIVE USE

Although the information had not been requested, many of the 1202 schools that are using WSA radio checked reasons for not using WSA radio programs more extensively (Table VIII). Not enough time in the school day and scheduling difficulties were by far the most significant factors. Another reason that frequently appeared, though much less often than the above two, was that some of the teachers in the school preferred TV to radio. Other reasons cited with some frequency for not using more WSA programs were poor reception, conflict with prescribed curriculum, and lack of interest on the part of the teachers.

GEOGRAPHIC DIVISION

Some breakdown of survey results was made according to geographic areas. The primary purpose of this was to uncover any possible PATTERN of substituting TV for radio. Consequently, only two groupings were considered in this: schools using both radio and TV, and schools using TV rather than radio. Results indicate (Table II) that such substitution simply is not the case. The schools were divided into 4 general groupings: those in the Madison Channel 21 viewing area, those in the Milwaukee Channel 10 viewing area, those in the Green Bay Channel 11 viewing area, and finally, those schools throughout the state that were using some other channel.

Within the viewing area of WHA-TV, Madison, 93% of the 172 responding schools reported use of both radio and TV. Only 7% of the schools from this area are using TV to the exclusion of radio, and one-fourth of these checked no facilities as a reason for not using radio. The Milwaukee Channel 10 viewing area report had 73% of the 302 responding schools using both media, and 27% using TV only. As was brought out earlier in this report, the nature of the Milwaukee school systems, both public and private, may influence the comparatively large number using only TV. Another reason for this may be that AM reception would no longer be as good as it is in the Madison area. The Green Bay Channel 11 viewing area reports 71% of the 114 responding schools using both media, and 29% using only TV. This percent is also high compared to the Madison area. The rest of the state was put into one grouping, and reports show that 82% of the 201 responding schools are using both media, while 18% use TV only. These figures, it must be kept in mind, deal only with the schools that are using TV, with or without radio. There are also a great many schools in each of these 4 divisions that are using radio, but do not have TV.

Table II readily shows that use of TV only is much more prevalent in Milwaukee and Green Bay than in Madison. A financial factor must be considered as far as the Green Bay viewing area is concerned. Participating schools pay a fee of $1.20 for each student in the school, a fee that could very easily mean an annual cost of $400 to $500, if not more. This, plus the original cost of equipping the schools with TV sets, amounts to a sizable investment. Obviously, a school investing that much is going to use TV as much as possible. Madison area schools, by comparison, have the option of paying a $5 enroll-

ment fee per course if they plan on using only 1 or 2 programs, or paying a maximum of $25 membership fee, which permits them to use as many courses as they like, and entitles them to other services provided by WHA-TV.

Considering the three different situations in Milwaukee, Green Bay, and Madison, it might be concluded that if teachers are entirely free to choose -- if there is no administrative pressure, no financial pressure, no curriculum pressure, or any other kind -- the VAST majority of them use both media. When pressures are on to make extensive use of TV, radio is more apt to be squeezed out (though often with expressed regret), due to lack of time, difficulties of scheduling around TV broadcasts, and a variety of other reasons.

RADIO LISTENING AND TV VIEWING

Both radio and TV are used widely in Wisconsin classrooms. In general, as has been noted, schools using TV still rank among the heaviest and most consistent users of WSA radio. The effect of TV use on individual radio programs might be briefly explored (Table V). The program showing the most surprising results is EXPLORING THE NEWS. This is an area where maps, charts, and visual aids of many kinds would seem almost essential. Yet, as high as 57% of the schools using EXPLORING THE NEWS are schools equipped with TV, leaving only 43% of the users to be schools having radio only. WONDERFUL WORLD OF NATURE, a science-conservation-nature type of program has its largest audience in schools equipped with TV. MUSIC TIME, a radio program for primary grade listeners, also gets more usage in TV-equipped schools. The two story hours, BOOK TRAILS and IT HAPPENED WHEN, are right at the top of the list for schools with and without TV.

PUBLIC AND PRIVATE SCHOOL USAGE

To answer the query, "Are private schools the only ones still using WSA radio?" a comparison was made of WSA usage in public and private schools (Tables III and IV). Results indicate that not only are public schools using WSA radio, but they use considerably more than the private schools. While private schools represent 30% of all the elementary schools in Wisconsin, they represent only 25% of the 1202 schools in the state reporting use of WSA radio. Public schools, in turn, represent 70% of all Wisconsin elementary schools, and account for 75% of the 1202 schools reporting use of WSA radio.

Of those schools reporting that they did NOT use WSA radio in 1969, private schools account for almost half (47%). Of the schools reporting use of neither radio nor TV, the private schools are again above average, comprising 38% of the total. Of the schools reporting use of TV to the exclusion of radio, private schools reach as high as 53%. Obviously, the private schools account for far more than their share of NON-users -- quite the opposite of the assumption that only the private schools are using WSA radio.

The part of the survey reporting the different series of programs used by the schools indicates that even the private schools that ARE using WSA radio (one-quarter of all schools reporting use of WSA) average fewer series per school than the public schools do (Table IV). Only 17% of the schools reporting regular use of 5 or more WSA programs are private schools, showing a sizable drop from the expected 25% reporting some use of WSA. The

number of schools using 3 or 4 programs regularly includes 26% private schools, a percentage very close to normal. The next two groups, or the lightest users, have the private schools noticeably above their 25%. The number of schools reporting regular use of 1 or 2 WSA programs includes 32% private schools. The number of schools reporting use of WSA programs, but not on a regular basis, includes 30% private schools.

These figures should shatter any idea that only the private schools are listening to WSA radio programs. They should also emphatically point out that the public elementary schools across the state are not only aware of WSA radio programs, but are using these programs extensively.

SURVEY RECORD OF PROGRAM USE COMPARED TO MANUAL SALES

While the comparison between the WSA record of manual sales and the actual use of programs reported on the survey is limited, there are some significant points to be noted. The five series with top manual sales are also the five series with the heaviest reported usage in the schools. Three of the top five are primary series (MUSIC TIME, IT HAPPENED WHEN, and LET'S FIND OUT), and average a little over 5 manuals sold to each school. The other two of the top five, intermediate series (BOOK TRAILS and WONDERFUL WORLD OF NATURE) average only about 3.5 manuals per school. The greatest discrepancy on the bottom end of the list is with the program LET'S DRAW. The manual sales indicate a much broader usage than is reported on the survey. This is also somewhat true of the series OUR LIVING LANGUAGE. Manual sales hardly provide an accurate record of utilization. At best, they can indicate which direction a series is going, and how it compares with other series.

PHONE CHECK ON NON-RESPONDING SCHOOLS

To get some indication of what use was made of WSA radio in the schools that did not return the survey sheets, some of these schools were contacted by telephone. A few cities in different parts of the state were selected (Madison, Eau Claire, Kenosha, Green Gay, and Milwaukee), as a sampling for this (Table VII). The geographic factor was but one consideration in choosing these five cities. The school system in each city represents a somewhat different situation.

Madison schools have the advantage of excellent reception for both radio and TV. Channel 21 is based in Madison, so TV reception is no problem. All Madison elementary schools, with the exception of one very small private school, are equipped with TV sets. Most of these schools do not have sets in every classroom, but sets are available at least on a shared basis. WSA radio programs reach the classrooms in Madison with either AM or FM radios. Of the 48 Madison elementary schools, 46 are using WSA programs and 47 of them are also using TV. Only 7 Madison schools did not return the survey form. Six of these use WSA, as the phone check revealed. (See Table VII for further data on this.)

The Eau Claire school system does not have the same advantages as Madison. Only 1 or 2 of the public schools have TV facilities, and these were introduced on an experimental basis. WSA here, as well as in most of Wisconsin, can be heard only over FM radio. A survey response came in from 21 of the 29 elementary schools in Eau Claire. All 21 use WSA. Six of the 8 schools contacted by phone also use WSA.

Kenosha schools are using comparatively little TV. Only about a third of the public schools have TV facilities, and often these are inadequate (one set in the library, one set for the school, etc.). The private schools in Kenosha are a little better off in regard to TV equipment. Survey returns came in from 26 Kenosha elementary schools, with two-thirds reporting use of WSA. A phone check of 16 of the non-responding schools (3 others could not be reached at all) showed an actual increase in percentage of utilization: 75% of the 16 non-responding schools use WSA.

Green Bay schools have ready access to TV. Channel 11 in Green Bay makes good reception possible. Programming and facilities are good. Only one public school, a school for the handicapped, and 3 private schools are without TV sets. The 27 survey returns indicated 85% of these use WSA. This percentage dropped sharply with the schools contacted by phone. Of the 22 non-responding schools only 46% are using WSA. (In compiling these facts, the 3 or 4 branch locations of a school, such as Morgan, were counted simply as one.) This means that on the whole, 67% of the Green Bay schools are using WSA radio, in spite of a heavy financial commitment to TV.

Milwaukee provides still further variation. Milwaukee Channel 10 is the source of TV for the public schools. Private schools also utilize it but not as extensively. Catholic schools have, in addition, an archdiocesan closed circuit TV system. Of the Milwaukee public schools, only 2 (special education schools) do not use TV. There are 26 private schools without TV; about 2/3 of these are Lutheran schools. Considering the many factors influencing the Milwaukee schools, both public and private (page 5), the use

made of WSA is surprisingly extensive. Survey results show 55% of the 110 responding schools to be using WSA. The phone check of 121 non-responding schools (6 could not be reached) showed only 37% to be using WSA. This still makes a total of 44% of Milwaukee's elementary schools using WSA, in a situation about as adverse to radio listening as it can get.

While the phone check perhaps could have been much more extensive, it was only meant to be a sampling. Some of the best and worst conditions were examined. In the five cities checked, an average of 64% of the non-responding schools are actually using WSA. If this figure can be used with any degree of accuracy, then another 700+ schools can be added to the 1202 reporting use of WSA, bringing the total number of schools using WSA to over 1900 (73%), and leaving only 700 schools not using WSA radio. Again, it might be said, Wisconsin teachers are not only aware of WSA radio, but believe in using it. This would also seem to say that the programs, if used this widely, MUST be used by a great variety of teachers, traditional as well as pioneering souls in modern experimental teaching methods, young and old alike.

CONCLUSION

This survey does not tell the complete story of WSA. It does validate and support many of the things WSA writers and producers have been saying for years. It clearly shows that WSA utilization is far more than a comfortable illusion entertained by the staff at Radio Hall.

WSA programs are used persistently by teachers across the state of Wisconsin, in spite of difficulties that would discourage less determined individuals.

Administrators of the schools are to be commended for doing their part in providing equipment to make radio listening possible. In some instances, obtaining such equipment often requires real plaguing of local school boards, and even then, at times only the bare minimum equipment is provided. Administrators also make radio listening possible by their willingness to schedule specialized teachers (art, music, physical education, etc.) around radio broadcast time when possible, and often around TV broadcast time as well. Many administrators have provided taping facilities to add flexibility to radio usage. The encouragement and positive attitude of administrators toward WSA radio programs are invaluable.

The classroom teachers, of course, are the people who make the final decision on utilization. They have surmounted difficulties such as poor equipment, out-moded equipment, inadequate equipment, difficult scheduling, as well as time pressures arising from various causes. Teachers certainly need and deserve proper radio equipment if they are to do the best possible job with WSA. Lack of it, however, has not stopped them from trying. Their enthusiasm was also reflected in the many excellent suggestions for future program development which they added to the survey. WSA is not dead, or merely a remnant of the past; it is very much alive and flourishing in the vast majority of Wisconsin elementary schools.

December, 1969

APPENDIX I: SURVEY FORM

January, 1969

SURVEY FOR WISCONSIN SCHOOL OF THE AIR - RADIO

NAME OF SCHOOL:_____ PRINCIPAL:_____

ADDRESS:_____ CITY:_____ PHONE:_____

TOTAL NUMBER OF STUDENTS IN SCHOOL:_____ RANGE OF GRADES IN SCHOOL:_____

.....

RADIO FACILITIES: PLEASE CHECK ONE OF THE FOLLOWING.

___CENTRAL SOUND SYSTEM ___RADIOS IN CLASSROOMS ___NO RADIOS

TAPE RECORDING FACILITIES FOR RADIO: PLEASE CHECK ONE OF THE FOLLOWING.

___PROGRAMS ARE TAPED IN THE OFFICE ___PROGRAMS ARE TAPED IN THE CLASSROOM

___PROGRAMS ARE TAPED BY THE A-V DEPT. ___NO TAPING IS DONE

TELEVISION FACILITIES: PLEASE CHECK ONE OF THE FOLLOWING.

___SETS IN EVERY CLASSROOM ___SHARED SETS ___NO SETS AVAILABLE

.....

PLEASE PUT A CHECK MARK FOR EACH OF THE FOLLOWING PROGRAMS IN THE COLUMN THAT MOST ACCURATELY DESCRIBES THE USE OF THAT PROGRAM IN YOUR SCHOOL.

		Regularly Use	Sometimes Use	Never Use
MON:	WONDERFUL WORLD OF NATURE			
	WISCONSIN ON THE MOVE			
	NEW WORLD, NEW LIVES			
TUES:	WHAT IS SCIENCE			
	LET'S DRAW			
	LET'S FIND OUT			
WED:	OLD STORIES, NEW IDEAS			
	LET'S SING			
	EXPLORING SCIENCE			
THURS:	EXPLORING THE NEWS			
	MUSIC TIME			
	WORLD OF MUSIC			
FRI:	OUR LIVING LANGUAGE			
	BOOK TRAILS			
	IT HAPPENED WHEN			

.....

IF YOU ARE NOT USING ANY WISCONSIN SCHOOL OF THE AIR PROGRAMS PLEASE CHECK THE REASON(S) WHICH WOULD EXPLAIN THE LACK OF UTILIZATION IF YOUR SCHOOL.

___NO FACILITIES
___POOR RECEPTION
___SCHEDULING DIFFICULTIES
___TEACHERS ARE NOT INTERESTED
___TEACHERS ARE UNAWARE OF THE PROGRAMS
___TEACHERS PREFER AND USE TV PROGRAMS
___NOT ENOUGH TIME IN THE SCHOOL DAY
___PROGRAMS DO NOT MERIT CLASS TIME USE
___STUDENTS ARE NOT INTERESTED IN RADIO
___PROGRAMS DO NOT FIT THE CURRICULUM
___OTHER (PLEASE SPECIFY):_____

.....

ARE THERE ANY SPECIFIC SUBJECT AREAS IN WHICH YOU WOULD LIKE TO SEE NEW RADIO PROGRAMS DEVELOPED?_____

TABLE I: GENERAL INFORMATION ON SURVEY TABULATION

NUMBER OF SCHOOLS RECEIVING THE SURVEY 2607

NUMBER OF SCHOOLS RESPONDING TO THE SURVEY (57%) 1490

I. SCHOOLS USING WISCONSIN SCHOOL OF THE AIR - RADIO 81% (1202)

A. Schools using ONLY radio, no television 39% (576)

1. Use 5 or more WSA programs regularly. . 37% (214)
2. Use 3 or 4 WSA programs regularly . . . 26% (151)
3. Use 1 or 2 WSA programs regularly . . . 27% (155)
4. Use WSA programs only sometimes 10% (56)

B. Schools using BOTH radio and television 42% (626)

1. Use 5 or more WSA programs regularly. . 39% (246)
2. Use 3 or 4 WSA programs regularly . . . 21% (133)
3. Use 1 or 2 WSA programs regularly . . . 29% (181)
4. Use WSA programs only sometimes 11% (66)

II. SCHOOLS NOT USING WISCONSIN SCHOOL OF THE AIR - RADIO 19% (288)

A. Schools not using radio or television 8% (125)

B. Schools using television but not radio 11% (163)

TABLE II: GEOGRAPHIC BREAKDOWN OF SCHOOLS USING BOTH RADIO AND TELEVISION

	Madison area (Channel 21)	Milwaukee area (Channel 10)	Green Bay area (Channel 11)	Remainder of state
Schools using both radio & TV	93% (160)	73% (220)	71% (81)	82% (165)
Schools using TV only	7% (12)	27% (82)	29% (33)	18% (36)
Total	100% (172)	100% (302)	100% (114)	100% (201)

TABLE III: COMPARISON OF PUBLIC AND PRIVATE SCHOOL RESPONSE

	Public schools	Private schools	Total
A. Schools RECEIVING the WSA survey	70% (1813)	30% (794)	2607
B. Schools RESPONDING to the WSA survey	71% (1057)	29% (433)	1490
C. Schools USING WSA radio	75% (903)	25% (299)	1202
D. Schools using BOTH radio and TV	73% (458)	27% (168)	626
E. Schools NOT USING WSA radio	53% (154)	47% (134)	288
F. Schools using TV, NOT radio	47% (77)	53% (86)	163
G. Schools using NEITHER radio nor TV	62% (77)	38% (48)	125

TABLE IV: EXTENT OF USAGE IN PUBLIC AND PRIVATE SCHOOLS

I. NUMBER OF SCHOOLS USING 5 OR MORE WSA PROGRAMS REGULARLY, PLUS OTHERS LESS REGULARLY. 38% (460)

A. Use only radio. 47% (214)

1. Public schools 80% (172)
2. Private schools. 20% (42)

B. Use both radio and TV 53% (246)

1. Public schools 85% (209)
2. Private schools. 15% (37)

II. NUMBER OF SCHOOLS USING 3 OR 4 WSA PROGRAMS REGULARLY, PLUS OTHERS LESS REGULARLY. 24% (284)

A. Use only radio. 53% (151)

1. Public schools 80% (121)
2. Private schools. 20% (30)

B. Use both radio and TV 47% (133)

1. Public schools 67% (89)
2. Private schools. 33% (44)

III. NUMBER OF SCHOOLS USING 1 or 2 WSA PROGRAMS REGULARLY, PLUS OTHERS LESS REGULARLY. 28% (336)

A. Use only radio. 46% (155)

1. Public schools 72% (112)
2. Private schools. 28% (43)

B. Use both radio and TV 54% (181)

1. Public schools 64% (115)
2. Private schools. 36% (66)

IV. NUMBER OF SCHOOLS USING NO WSA PROGRAMS REGULARLY, BUT USING WSA ON A LESS REGULAR BASIS 10% (122)

A. Use radio only. 46% (56)

1. Public schools 71% (40)
2. Private schools. 29% (16)

B. Use both radio and TV 54% (66)

1. Public schools 68% (45)
2. Private schools. 32% (21)

TABLE V: NUMBER OF SCHOOLS USING SPECIFIC WSA PROGRAMS

		Regularly use		Sometimes Use		Totals	
IT HAPPENED WHEN	Public Schools Radio only	232	+	58	=	290	
	Private Schools Radio only	55	+	15	=	70	
	Public Schools Radio & TV	251	+	66	=	317	
	Private Schools Radio & TV	44	+	22	=	66	
		582		161		743	GRAND TOTAL
MUSIC TIME	Public Schools Radio only	207	+	56	=	263	
	Private Schools Radio only	67	+	18	=	85	
	Public Schools Radio & TV	217	+	70	=	287	
	Private Schools Radio & TV	71	+	24	=	95	
		562		168		730	GRAND TOTAL
BOOK TRAILS	Public Schools Radio only	209	+	74	=	283	
	Private Schools Radio only	29	+	22	=	51	
	Public Schools Radio & TV	236	+	89	=	325	
	Private Schools Radio & TV	41	+	33	=	74	
		515		218		733	GRAND TOTAL
LET'S FIND OUT	Public Schools Radio only	161	+	74	=	235	
	Private Schools Radio only	39	+	15	=	54	
	Public Schools Radio & TV	199	+	74	=	273	
	Private Schools Radio & TV	36	+	27	=	63	
		435		190		625	GRAND TOTAL

TABLE V: (continued)

		Regularly use		Sometimes use		Totals	
WONDERFUL	Public Schools						
	Radio only	178	+	54	=	232	
WORLD	Private Schools						
	Radio only	37	+	17	=	54	
OF	Public Schools						
	Radio & TV	187	+	54	=	241	
NATURE	Private Schools						
	Radio & TV	26	+	18	=	44	
		428		143		571	GRAND TOTAL
WISCONSIN	Public Schools						
	Radio only	160	+	64	=	224	
ON	Private Schools						
	Radio only	17	+	17	=	34	
THE	Public Schools						
	Radio & TV	161	+	78	=	239	
MOVE	Private Schools						
	Radio & TV	26	+	28	=	54	
		364		187		551	GRAND TOTAL
EXPLORING	Public Schools						
	Radio only	122	+	67	=	189	
SCIENCE	Private Schools						
	Radio only	33	+	22	=	55	
	Public Schools						
	Radio & TV	133	+	88	=	221	
	Private Schools						
	Radio & TV	40	+	21	=	61	
		328		198		526	GRAND TOTAL
LET'S	Public Schools						
	Radio only	148	+	34	=	182	
SING	Private Schools						
	Radio only	51	+	16	=	67	
	Public Schools						
	Radio & TV	111	+	46	=	157	
	Private Schools						
	Radio & TV	60	+	24	=	84	
		370		120		490	GRAND TOTAL

TABLE V: (continued)

		Regularly use		Sometimes use		Totals	
WHAT IS SCIENCE	Public Schools Radio only	98	+	64	=	162	
	Private Schools Radio only	27	+	10	=	37	
	Public Schools Radio & TV	97	+	83	=	180	
	Private Schools Radio & TV	27	+	22	=	49	
		249		179		428	GRAND TOTAL
EXPLORING THE NEWS	Public Schools Radio only	79	+	52	=	131	
	Private Schools Radio only	25	+	19	=	44	
	Public Schools Radio & TV	114	+	64	=	178	
	Private Schools Radio & TV	29	+	23	=	52	
		247		158		405	GRAND TOTAL
OLD STORIES NEW IDEAS	Public Schools Radio only	72	+	44	=	116	
	Private Schools Radio only	14	+	11	=	25	
	Public Schools Radio & TV	101	+	62	=	163	
	Private Schools Radio & TV	27	+	16	=	43	
		214		133		347	GRAND TOTAL
OUR LIVING LANGUAGE	Public Schools Radio only	61	+	42	=	103	
	Private Schools Radio only	19	+	9	=	28	
	Public Schools Radio & TV	98	+	51	=	149	
	Private Schools Radio & TV	15	+	17	=	32	
		193		119		312	GRAND TOTAL

TABLE V: (continued)

		Regularly use		Sometimes use		Totals	
WORLD OF MUSIC	Public Schools Radio only	62	+	35	=	97	
	Private Schools Radio only	19	+	16	=	35	
	Public Schools Radio & TV	50	+	57	=	107	
	Private Schools Radio & TV	28	+	16	=	44	
		159		124		283	GRAND TOTAL
LET'S DRAW	Public Schools Radio only	31	+	50	=	81	
	Private Schools Radio only	17	+	24	=	41	
	Public Schools Radio & TV	26	+	54	=	80	
	Private Schools Radio & TV	21	+	27	=	48	
		95		155		250	GRAND TOTAL
NEW WORLD NEW LIVES	Public Schools Radio only	52	+	29	=	81	
	Private Schools Radio only	7	+	5	=	12	
	Public Schools Radio & TV	34	+	38	=	72	
	Private Schools Radio & TV	10	+	12	=	22	
		103		84		187	GRAND TOTAL

TABLE VI: RANKING OF PROGRAMS ACCORDING TO SURVEY RECORD OF USAGE AND MANUAL SALES

PROGRAM	NUMBER OF SCHOOLS USING THE PROGRAM	PROGRAM	NUMBER OF MANUALS SOLD
IT HAPPENED WHEN	743	MUSIC TIME	3950
BOOK TRAILS	733	LET'S FIND OUT	3720
MUSIC TIME	730	IT HAPPENED WHEN	3150
LET'S FIND OUT	625	BOOK TRAILS	2680
WONDERFUL WORLD OF NATURE	571	WONDERFUL WORLD OF NATURE	1950
WISCONSIN ON THE MOVE	551	WISCONSIN ON THE MOVE	1700
EXPLORING SCIENCE	526	EXPLORING SCIENCE	(No manual)
LET'S SING	490	LET'S SING (student)	37,100
WHAT IS SCIENCE	428	WHAT IS SCIENCE	1400
EXPLORING THE NEWS	405	EXPLORING THE NEWS	(No manual)
OLD STORIES, NEW IDEAS	347	OUR LIVING LANGUAGE	1400
OUR LIVING LANGUAGE	312	LET'S DRAW	1385
WORLD OF MUSIC	283	OLD STORIES, NEW IDEAS	1000
LET'S DRAW	250	WORLD OF MUSIC	950
NEW WORLD, NEW LIVES	187	NEW WORLD, NEW LIVES	600

TABLE VII: RESULTS OF TELEPHONE CHECK

	PHONE CHECK		SURVEY RETURNS		TOTALS	
CITY	NO. OF CALLS	NO. USING WSA	NO. OF RETURNS	NO. USING WSA	NO. OF SCHOOLS	NO. USING WSA
Madison	7	6 (86%)	41	40 (98%)	48	46 (96%)
Eau Claire	8	6 (75%)	21	21 (100%)	29	27 (93%)
Kenosha	16	12 (75%)	26	17 (65%)	42 (3 other schools could not be reached)	29 (69%)
Green Bay	22	10 (46%)	27	23 (85%)	49	33 (67%)
Milwaukee	121	45 (37%)	110	60 (55%)	231 (6 other schools could not be reached)	105 (46%)

TABLE VIII: REASONS CHECKED FOR LACK OF USE OF RADIO IN THE SCHOOLS

I. SCHOOLS USING NO RADIO OR TELEVISION. 125 (8%)

A.	No facilities	51
B.	Poor reception.	45
C.	Scheduling difficulties	48
D.	Not enough time in the school day	47
E.	Teachers are not interested	16
F.	Teachers unaware of the programs.	14
G.	Students not interested in radio.	2
H.	Programs do not fit the curriculum.	9

II. SCHOOLS USING TV AND NOT RADIO. 163 (11%)

A.	Teachers prefer and use TV.	86
B.	Not enough time in the school day	66
C.	Scheduling difficulties	62
D.	Poor reception.	37
E.	No facilities	23
F.	Teachers not interested	20
G.	Programs do not fit the curriculum.	18
H.	Teachers unaware of the programs.	13
I.	Students not interested in radio.	7
J.	Programs do not merit class time use	3

III. SCHOOLS USING RADIO, BUT STATING REASONS FOR A LIMITED USE. 1202 (81%)

A.	Scheduling difficulties	203
B.	Not enough time in the school day	193
C.	Teachers prefer and use TV.	77
D.	Programs do not fit the curriculum.	67
E.	Poor reception.	50
F.	Teachers are not interested	41
G.	Teachers are not aware of the programs.	16
H.	Students are not interested in radio.	13
I.	No facilities (inadequate??).	11
J.	Programs do not merit class time use.	9

TABLE IX: SUGGESTIONS FOR NEW PROGRAM DEVELOPMENT

I. SUGGESTIONS FOR PRIMARY PROGRAMS

A. Social studies: news programs, economics

B. Language arts: poetry, literature, classics, reading readiness

C. Music and art: songs, art, rhythm & games

II. SUGGESTIONS FOR INTERMEDIATE GRADES

A. Social Studies

1. Government: civics, politics, state & local government, good citizenship, citizens of tomorrow

2. Geography: Mexico & South America, United States, European, regional

3. History: all levels with conceptual approach, United States, Black, Indian, patriotic

4. World cultures: anthropology, world culture, countries of the world, Africa, Mexico

B. Language arts: creative writing, poetry, literature, radio drama, choral speaking, linguistics, correlated art-drama-verse

C. Art and music: art appreciation, world art forms, music appreciation

D. Math: for all grades

E. Science: conservation, plants, chemistry, space, planets, sound, electricity, earth science

F. Safety & Health: emotional health, family living, sex education, hygiene, behavioral programs, physical education

III. GENERAL SUGGESTIONS

A. Foreign language

B. Human relations: courtesy, mutual respect

C. Elementary guidance

D. Special programs rather than a full series